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ABSTRACT

This document outlines the rationale of the grade 3 social studies curriculum of the Lebanon School District, Lebanon, New Hampshire. A suggested content sequence is given. The focus is on a larger social group, the village, or settlement. The farming villages selected as case studies include the Algonkin Indians of New England during the 17th century and New England colonialists and settlers just before and after the American Revolution. Skills to be acquired are listed as behavioral objectives. A resource list of social studies materials includes a teacher's guide, books, kits, and maps. (SY)

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GRADE THREE - SOCIAL STUDIES

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LEBANON SCHOOL DISTRICT * LEBANON, NEW HAMPSHIRE

GRADE THREE - SOCIAL STUDIES

Rationale:

This third grade program builds upon and extends what has been learned in grades kindergarten, one, and two.

In the earlier primary grades (K-2), the focus was upon their family.

In grade three, the focus shifts to the larger social group, the village or settlement. The village is a small population, composed of a limited number of families. Many of the families in a village are related, either directly or through marriage. The people in a village feel a strong sense of identification with the village and with its other inhabitants. The village provides certain functions in addition to those provided by the family.

The villages selected as case studies for grade three are farming villages: the Algonkin Indians of New England during the 17th century; and pioneer New England colonists just before and after the American Revolution.

These two peoples were selected for several reasons. One major reason is geographical - a study of the Algonkins and New England pioneers permits exploration of the geography of the northeastern United States - the area in which the children live.

A second important reason for selecting these two cultures is that they represent two somewhat different types of farming villages. The Algonkin Indians relied heavily on their gardens but also did much hunting for wild game and gathering of wild vegetation and seafood. The New England pioneers had domesticated animals as well as gardens.

Finally, the students for two to three years have been using as a reference point their own family in studying other families. It was expected they would speak of their family at times, as members of the larger social organization.

A SUGGESTED SEQUENCE FOR GRADE THREE

1. Map Skills

2. Village Life Among the New England Pioneers Late in the 18th Century

   a. What was the geographic situation of these pioneers? (geography)
   b. How did they make a living? (economics)
   c. How did they educate their young? (education)
   d. What kind of political system was used? (government)
   e. How did the New England pioneer village handle allocation of social status? (community/group)
   f. In what major way was a pioneer village different from the longer established village along the seacoast? (history)

RESOURCE LIST

3. Village Life Among the Algonkin Indians in the 17th Century

   a. Where did these Indians live? (geography)
   b. How did they make a living? (economics)
   c. How did they educate their children? (education)
   d. What was their system of political control? (government)
   e. What was their system of providing social status? (sociology, community/group)
   f. What major changes were brought about as a result of contact with white settlers? (change/growth)

4. In what major ways did the New England pioneer village differ from the village of the eastern woodland Indian? In what ways did they resemble each other?

   a. In establishing their geographic location? (geography)
   b. In making a living? (economics)
   c. In educating their young children? (education)
   d. In their political system? (government)
   e. In their methods of providing social status? (sociology, community/group)
   f. In handling the problems of change? (history, change/growth)

5. Summarizing Unit of the Family and Village

   a. In what major ways was the village an extension of the family?
   b. What goods and services were provided by the village better than the family? (basic needs)
   c. Did the village have harmful or beneficial effects upon the family?

RESOURCE LIST

"Our Community"

Teacher's Guide: Allyn and Bacon: Communities at Home and Abroad
Student Text: "Our Community": Multiple copies for classroom use.

Books:

Hackler, David. How Maps and Globes Help Us. Benefic Press, 1963.
Beim, Jerrold. Country School. Morrow, 1955
Beim, Lorraine. Two is a Team. Harcourt, Brace and World, 1945.
Brenner, Barbara. Barto Takes a Subway. Knoof, 1961.
Buchheimer, Naomi. Let's Go to a Candy Factory. Putnam, 1957.
Burton, V. L. The Liggle House. Houghton, Mifflin, 1942.
Carter, Katherine. True Book of Oceans. Childrens Press, 1958.
Hader, Berta. Big City. Macmillan, 1947.
Hine, Al. Money Around the World. Harcourt, Brace and World, 1961.
Locar, Dahlov. Ten Big Farms. Knoof, 1957.
Leaf, Munro. Geography Can be Fun. Liffincott, 1951.

"Pioneers"

Books:

Barden & Mills. Colonial Life - New Hampshire
Burns, Paul. To Be a Pioneer. Abingdon, 1962.
Carpenter, Allan Virginia. Childrens Press, 1967.
Emerson, Caroline Pioneer children of America. Heath, 1965.
Fisher, Leonard The Cabinetmakers. Watts, 1966.
Fisher, Leonard The Schoolmasters. Watts, 1967
Fisher, Leonard The Silversmiths. Watts, 1964
Glubok, Shirley Home and Child Life in Colonial Days. Macmillan, 1969.
Hanff, Helene Early Settlers in America. Crosset and Dunlap, 1965.
Johnson, Gerals America is Born. Horrow, 1959.
Rich, Louise First Book of Early Settlers. Watts, 1966.
King, Fred How Our Government Began. Benefic Press, 1965.
Meadowcroft, Enid Land of the Free. Crowell, 1961.
Prescott, Delle A Day in a Colonial Home. Marshall Jones, 1921.

Barrett, Marvin. Meet Thomas Jefferson. Random House, 1967.
Judson, Clara Thomas Jefferson. Follett, 1952.

Spirit Masters: "You and the Colonies".

M*O*V*E* Kit: Pioneer Village, School masters kit (apples and the Colonial kitchen)

WOODLAND INDIAN UNIT

Teacher's Guide:

FAMILIES AROUND THE WORLD: The Algonquin Family of New England
Chelmsford Public School. Charles L. Hitsakos, Social Studies Coordinator.

Algonquin Indians

M*O*V*E* Kit: Algonkin Village Unit Box

	Title	Type of Materials	Producer	School
	Pilgrims at Plymouth	Filmloop	Ealing	HSS
	Voyage of Mayflower	Filmloop	Ealing	HSS
	Woodland Indians Medicine Dance	Filmloop	Ealing	HSS
	American Indian Myths (2)	Sound Filmstrip Set	SVE	HSS
	Pioneer Community (6)	Sound Filmstrip Set	Coronet	HSS
	Early Colonial America (4)	Sound Filmstrip Set	NYT	SHS
	The Country Community	Filmstrips	Encyc. Brit.	Mt. Leb.
	A Rural Village	Filmstrips	Encyc. Brit.	Mt. Leb.
	School in the Country	Filmstrips	Encyc. Brit.	Mt. Leb.
	The New Fire Engine	Filmstrips	Encyc. Brit.	Mt. Leb.
	An American Farmer	Filmstrips	Encyc. Brit.	Mt. Leb.
	Living on a Farm	Filmstrips	Encyc. Brit.	Mt. Leb.
	A Country Fair	Filmstrips	Encyc. Brit.	Mt. Leb.
	The City Community	Filmstrips	Encyc. Brit.	Mt. Leb.
	Here is the City	Filmstrips	Encyc. Brit.	Mt. Leb.
	Business in the City	Filmstrips	Encyc. Brit.	Mt. Leb.
	Living in the City	Filmstrips	Encyc. Brit.	Mt. Leb.
	Problems in the City	Filmstrips	Encyc. Brit.	Mt. Leb.
	Working in the City	Filmstrips	Encyc. Brit.	Mt. Leb.
	Keeping the City Alive	Filmstrips	Encyc. Brit.	Mt. Leb.
	Pioneers of Early American Frontiers	Filmstrips	SVE	Mt. Leb.
	The Trip Westward	Filmstrips	SVE	Mt. Leb.
	The New Home	Filmstrips	SVE	Mt. Leb.
	Life in the Wilderness	Filmstrips	SVE	Mt. Leb.
	New Neighbors and a New Town	Filmstrips	SVE	Mt. Leb.
	How Colonial America Began	Filmstrips	McGraw-Hill	Mt. Leb.
	New England Story	Filmstrips	McGraw-Hill	Mt. Leb.
	Middle Colonies	Filmstrips	McGraw-Hill	Mt. Leb.
	South Begins	Filmstrips	McGraw-Hill	Mt. Leb.
	Maps:			
2	Map Symbols & Geographic Terms			HSS
50	24" x 40" color prints			HSS
	Steps in Map Reading I,II,III		Rand McNally	HSS
	Study Lessons in Map Reading		Follett	HSS
	Relief and Outline Maps (western hemisphere)	Trans Books w/T.G.	Rand McNally	HSS
	Relief and Outline Maps (eastern hemisphere)	Trans Boods w/T.G.	Rand McNally	HSS
	Home Life in Colonial Times	Filmstrips	McGraw-Hill	Mt. Leb.
	Earning a Living in the Colonies	Filmstrips	McGraw-Hill	Mt. Leb.
	Democracy Begins in America	Filmstrips	McGraw-Hill	Mt. Leb.
6	Food, Clothing, and Shelter	Filmstrips	McGraw-Hill	HSS
6	Indian Heritage	Filmstrips	Troll	HSS
8	Our Community	Filmstrips	J. Handy	HSS
	Air, Wind, and Weather	Filmstrips		HSS
	The Connecticut River	Filmstrips		HSS
1	Early Settlers of New England	Filmstrips		HSS
1	Family Life in a Colonial Town	Filmstrips		HSS
1	Living in New England	Filmstrips		HSS

	Title	Type of Materials		Producer	School
1	Woodland Indians - The Iroquois	Filmstrips			HSS
1	Then and Now in New England	Filmstrips			HSS
1	Life in Colonial America	Filmstrips			HSS
4	Africa: Tanganyika, Kenya, Uganda	Filmstrips			HSS
5	How Indians Lived (Iroquois etc.)	Filmstrips			HSS
				Eyegate	Sem. Hill
2	Social Studies Manual - Grade 3				HSS
	Books and Other Teacher Materials:				
1	Eastern Woodland Indian Manual	Books & Manuals		(RCET)	Mt. Leb.
3	Family of New England	Books & Manuals	T.G.	SEE	HSS
1	Making of Anglo America	Books & Manuals	T.G.	Allyn & Bacon	HSS
1	Metropolitan Community	Books & Manuals	T.G.	Allyn & Bacon	HSS
2	American Communities	Books & Manuals	T.G.	Allyn & Bacon	HSS
1	American Communities	Books & Manuals	T.G.	Allyn & Bacon	Sem. Hill
1	Making of Our America	Books & Manuals	T.G.	Allyn & Bacon	HSS
30	Making of Our America	Books & Manuals	St.Book	Allyn & Bacon	HSS
50	Our Community	Books & Manuals	St.Book	Allyn & Bacon	HSS
22	Our Community	Books & Manuals	St.Book	Allyn & Bacon	Sem. Hill
50	American Communities-Williamsburg	Books & Manuals	St.Book	Allyn & Bacon	HSS
25	American Communities-Williansburg	Books & Manuals	St.Book	Allyn & Bacon	Sem. Hill
7	Algonquin Family (RCET)	Books & Manuals	T.G.		HSS
1	Algonquin Family (RCET)	Books & Manuals	T.G.		Sem. Hill
30	Studying New Hampshire and Vermont Pioneers (RCET)	Books & Manuals	T.G.		HSS
1	Activity Globe Set			Hubbard	Sem. Hill
1 ea.	Pioneer MOVE Manual				HSS, Sem Hill
	Study Prints:				
	Indians of the Eastern Forests			Instructo	Sem. Hill
4	What is a Community	Sound Filmstrip		Learning Tree	HSS
4	City and Town	Sound Filmstrip		Learning Tree	HSS
4	Moving People and Things	Sound Filmstrip		Learning Tree	HSS

SKILLS TO BE TAUGHT - REVIEWED IN GRADE THREE

SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF THE SOCIAL STUDIES

I. Locating Information

A. Work with Books

1. Use title of books as guide to contents
2. Use table of contents
3. Alphabetize
4. Distinguish between storybooks and factual books

B. Make Efficient Use of the Dictionary

1. Alphabetize a list of words according to the first letter; according to the second and third letters
2. Learn correct pronunciation of words
3. Understand syllabication

C. Read Newspapers, Magazines, and Pamphlets for Information

1. Recognize these materials as sources of information about many topics, especially current affairs

D. Gather Facts From Field Trips and Interviews

1. Identify the purpose of the field trip or interview
2. Plan procedures, rules of behavior, questions to be asked, things to look for
3. Take increasingly greater initiative in the actual conduct of the field trip or interview
4. Evaluate the planning and execution of the field trip or interview
5. Find acceptable ways to open and close an interview
6. Express appreciation for courtesies extended during the field trip or interview
7. Record, summarize, and evaluate information gained

II. Organizing Information

A. Compose a title for a story, picture, graph, map, chart
B. Select answers to questions from materials heard, viewed, read
C. Classify pictures, facts, and events under main headings or in categories
D. Arrange events, facts, and ideas in sequence
E. Make a simple table of contents

III. Evaluating Information (Difficult - Introduce Here)

A. Distinguish between fact and fiction
B. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction (introductory)
C. Consider which source is more acceptable and why
D. Draw inferences and make generalization from evidence at introductory level
E. Reach tentative conclusions

IV. Acquiring Information Through Reading

A. Read to find answers to questions
B. Select the statements that are pertinent to the topic being studied at the third grade level

V. Acquiring Information Through Listening and Observing

A. Listen and observe with a purpose
B. Listen attentively when others are speaking
C. Identify a sequence of ideas and select those most important
D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information
E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation

VI. Communicating Orally and in Writing

A. Speak with Accuracy and Poise

1. Develop an adequate vocabulary
2. Choose the appropriate word
3. Pronounce words correctly and enunciate clearly
4. Talk in sentences
5. Keep to the point in all situations involving oral expression
6. Develop self-confidence
7. Exchange ideas through discussion
8. Respect limitations of time and the right of others to be heard

B. Write with Clarity and Exactness

1. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work

VII. Interpreting Pictures, Charts, Graphs, Tables

A. Interpret Pictorial Materials

1. Recognize these materials as sources of information
2. Construct own pictures, charts, graphs, and tables to record information
3. Note and describe the content of the material, both general and specific
4. Interpret by applying related information and use the material as one basis for drawing conclusions

VIII. Working with Others

A. Respect the rights and opinions of others
B. Understand the need for rules and the necessity for observing them
C. Take part in making the rules needed by the group
D. Accept the role of leader or of follower as the situation requires
E. Profit from criticism and suggestions
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort

PART II

SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF THE SOCIAL STUDIES

I. Reading Social Studies Materials

A. Understand an increasing number of social studies terms

II. Applying Community Living, Problem Solving and Critical Thinking Skills to Social Issues

A. Recognize that a problem exists
B. Define the problem for study
C. Review known information about the problem
D. Plan how to study the problem
E. Locate, gather, and organize information (see Part I, Section I)
F. Interpret and evaluate information (see Part I, Section III)
G. Summarize and draw tentative conclusions
H. Recognize the need to change conclusions when new information warrants
I. Recognize areas for further study
J. Use problem solving techniques in meeting personal and societal problems

III. Interpreting Maps and Globes

A. Orient the Maps and Globes

1. Use cardinal directions in classroom and neighborhood
2. Use relative terms of location and direction as near, far above, below, up, down
3. Understand that N is toward the North Pole and S toward the South Pole on any map

B. Locate Places on Maps and Globes

1. Recognize land and water masses on a globe and on a variety of maps --- physical, political, chalkboard, weather, etc.
2. Learn to make simple sketch maps to show location

C. Use Scale and Compute Distances

1. Use small objects to represent large ones, as a photograph compared to actual size
2. Make simple large scale maps of a familiar area, such as classroom, neighborhood

D. Interpret Map Symbols and Visualize What They Represent

1. Understand that real objects can be represented by pictures or symbols on a map
2. Learn to use legends on different kinds of maps
3. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols

IV. Understanding Time and Chronology

A. Develop an Understanding of the Time System and the Calendar

1. Learn to tell time by the clock
2. Use days of week in order

3. Use the names of the months in sequence
4. Use calendar to find dates of special events and to determine length of time, important dates
5. Associate seasons with particular months in both northern and southern hemispheres
6. Understand the relation between rotation of the earth and day and night
7. Introduce the systems of time zones as related to the rotation of the earth
8. Understand the relation between the earth's revolution around the sun and a calendar year
9. Use the vocabulary of definite and indefinite time expressions

    a. Such definite concepts as second, minute, yesterday, etc.

B. Develop an Understanding of Events as Part of a Chronological Series of Events and Understanding of the Differences in Duration of Various Events

1. Recognize sequences and chronology in personal experience, e.g., school day, weekly schedules, etc.
2. Learn to arrange personal experiences in order
3. Comprehend sequence and order as expressed in first, second, etc.